

pline in homes is the duty of the parents. It is only when parents or guardians and teachers strive together that proper discipline and morals can be enforced among pupils.

The question of revising the existing educational system is engaging the attention not only of the Travancore Government but also of the authorities elsewhere in India. But no one has yet been able to suggest the lines on which the system of education has to be revised. Your view that an expert from a foreign country should be got down to prepare a revised scheme of education is not acceptable. Such a step is not going to be of much use. Other Governments which do not mind engaging the services of educational experts on high salaries have not yet been able to prepare a scheme of educational reforms. If they succeed in preparing such a scheme, we will also be benefited by that. That is to say, if either Bengal or Bombay, for instance, is able to prepare such a scheme, we can also adopt that with suitable modifications according to local conditions and requirements. The question of educational reforms is a large one to be decided after considering its many aspects.

Your views about text books are noted ; they will be made use of to the extent possible.

About the compound wall for the Chavara School, the authorities say that a wall is not necessary. The Government have sanctioned the construction of a wall on the front side ; for the other sides, wire fencing will suffice.

In regard to the refund of pay by certain head mistresses as a result of the recent revision of salaries of vernacular school teachers, I was not able to enquire into it as you had not mentioned that in your memorandum of subjects.]

49. Defects in the present system of education in Travancore and need for making it more vocational and technical.

MR. K. I. VARGHESE MAPPILLAI (*Mavelikara taluk*) requested the Dewan to convey to Her Highness the Maha Rani Regent the felicitations of the people of the Mavelikara taluk on the conferment of the title of C. I. on Her Highness.

Passing on to his subject, he said that Travancore stood to the forefront in India in education—specially in female education—and in having the largest number of degree holders. But the educationally qualified men were fit only to hold clerical appointments or to take up the teaching profession. Owing to the fact that the number of places at the disposal of the Government was limited, the number of unemployed in the State was very large and further that number was growing larger and larger every year. The cause was the defective system of education and the reluctance of the educated people to take to agriculture. The prevailing system of education did not also afford scope for the mental and moral development of the pupils. The cost of education was also prohibitive. The time had come for changing that system of education and making it more useful to the pupils in earning their livelihood after finishing their education.

In vernacular schools, the existing method of instruction should be continued up to class IV. In classes V to VII, practical training in one or two technical subjects such as carpentry, smithery, masonry and in one or two cottage industries, according to local conditions, such as basket making, mat weaving, rattan works should be given. The same subjects should be taught in the Preparatory Class and Forms I to III in English schools as well. Pupils passing out of class VII in vernacular schools and wishing to continue their studies in English Schools should be admitted in Form IV and the curricula of studies in English and vernacular schools should be modified so as to facilitate that. In Forms IV to VI, drawing, painting, dyeing, coir weaving, mechanism relating to ordinary machines, etc., should be taught. But pupils with no taste in technical subjects but only in literary ones should be exempted from studying them. After passing the School Final Class, pupils who had taken up industrial and technical subjects should be given training for a period of two years in ivory works, silk industry, high class carving, painting, soap making, scent manufacture, printing, film production, book-keeping, shorthand, survey, navigation, scientific agriculture, etc. If education was shaped on the above lines, there would be less of unemployment in the State and the parents also would not be put to unnecessary loss on account of education of their children. If necessary, one or two technical colleges might be opened in the State and grants awarded to private industrial schools.

DEWAN'S REPLY: Mr. Varghese Mappillai, your representation shows that you have given some earnest thought to this question of educational reform. I am very glad to note that in your representation there are several practical suggestions for improvement. I may tell you that Government will carefully consider these suggestions and make use of them.

50. Educational Reforms.

MR. K. M. MATHAI (*Pattanamtitta Taluk*) expressed the sense of loyalty and the gratification of the people of his taluk appointing a second time a Travancorean as Dewan.

Passing on to his subject, he said that the need for making system of education more suited to local conditions and modern requirements had already been brought to the notice of the Government. The existing system of education was purely literary and was useful for producing teachers and clerks. It was first introduced by the India Company and was unsuited to modern requirements. He made the following suggestions for improving that system:

- (1) Some scheme should be evolved to give practical training to pupils in agriculture, commerce, banking, *chitties* according to the "project method" of teaching. Knowledge without practical training was of no avail.
- (2) The curricula of studies should be revised so as to include the above subjects; and if necessary, some subjects from the existing curricula should be eliminated.